



# ACT Team Leader Retreat: Leadership in Action

Lia Hicks, M.B.A.  
Target Solutions, LLC  
December 6, 2007  
Seattle, WA

# Agenda

- Team Leadership Roles: The many hats we wear
  - Leadership theory & exploration
- Leadership in Action: Using what we know about leadership theory & our own style
  - Processes of Change
  - Rewards
  - Feedback
- Transdisciplinary Practice
  - Communication
  - Roles, responsibilities, etc.
  - Procedures
  - Specific team-level goals



# First things first...

- Your burning questions and concerns for today



# The Many Hats We Wear...

- Leadership/Champion
- Manager/Supervisor/Administrative
- Clinician



# Leadership

## Webster's definitions:


- to guide on a way especially by going in advance
- to direct on a course or in a direction
- to serve as a channel for
- to direct the operations, activity, or performance of
- to guide someone or something along a way



# Management

## Webster's Definition:

- the conducting or supervising of something (as a business)
- judicious use of means to accomplish an end
  - to handle or direct with a degree of skill
  - to make and keep compliant
  - to exercise executive, administrative, and supervisory direction



# PACT Manual Definition of Team Leader

(Allness & Knoedler; pg. 177-178)

- The team leader establishes, administers, & directs the ACT program, a self-contained...; supervises & evaluates the multidisciplinary team in conjunction with appropriate psychiatric support to ensure service excellence and courteous, helpful, & respectful services to program clients; and functions as a practicing clinician on the team.



# Competency Perspectives of Leadership (McShane & VonGlinow, 2005)

The recent leadership literature identifies 7 competencies that are characteristic of effective leaders:

- Emotional Intelligence-ability to perceive & express emotion; assimilate emotion in thought; understand & reason with emotion; regulate emotion in self & others; strong self-monitoring; sensitive to situational cues & readily adapt own behavior; ability to empathize with others; social skills necessary to build rapport and network with multiple stakeholders





## Leader Competencies (Cont.)

- Integrity-leader's truthfulness; ability to translate words into deeds; authentic; sincerity; high morale capacity to judge situations based on sound values and to act accordingly
- Drive-high need for achievement; inner motivation to pursue their goals and encourage others to move forward with theirs; inquisitive; need for constant learning



## Leader Competencies (Cont.)

- Leadership Motivation- effective leaders try to gain power so that they can influence others to accomplish goals that benefit the team/agency
- Self-confidence- belief in their own skills and abilities to lead others
- Intelligence- leaders have above average cognitive ability to process large amounts of information; superior ability to analyze alternative scenarios and identify potential opportunities and solutions



## Leader Competencies (Cont.)

- Knowledge of the Business- Effective leaders know the business environment in which they operate; allows for better recognition of opportunities and their ability (or agency or team's ability) to capture those opportunities.

These competencies only indicate leadership potential, not leadership performance. Leaders must still develop the necessary leadership behaviors and skills; therefore, it is important to provide leadership development opportunities and programs



# Contingency Perspectives of Leadership (McShane & VonGlinow, 2005)

- Based on the idea that the most appropriate leadership style depends on the situation.
- Assumes that effective leaders must be both insightful and flexible
- Able to adapt their behaviors and styles to the immediate situation (despite usually having a preferred/natural style)
- Have a self-monitoring personality, so they can diagnose circumstances & match their behaviors accordingly



# Leadership Styles

- Directive- task oriented; clarifies performance goals, the means to reach those goals, & standards against which performance will be judged. Judicious use of rewards and disciplinary actions.
- Supportive- people oriented; friendly, approachable; shows equal respect; concern for status, needs, & well-being of staff



## Leadership Styles (cont.)

- Participative-involving staff in decision-making; leader consults with staff; asks for input; takes their suggestions into consideration
- Achievement-Oriented- encourage staff to reach their full potential; set challenging goals; seeks continuous improvement in staff performance; leader has confidence/expectations that staff will assume responsibility & accomplish the goals

# Leadership Style Contingencies (Path-Goal Theory)

	Directive	Supportive	Participative	Achievement-Oriented
<b>Employee Contingencies</b>				
Skill & Experience	Low	Low	High	High
Locus of Control	External	External	Internal	Internal
<b>Environmental Contingencies</b>				
Task Structure	Nonroutine	Routine	Nonroutine	?
Team Dynamics	Negative Norms	Low Cohesion	Positive Norms	?



# Situational Leadership (Blanchard & Hersey)

## Low Direction/High Support

Staff:

- ☐ Variable Commitment
- ☐ Variable Confidence
- ☐ Moderate/High Competence

Supervisor:

- ☐ Encouraging & Supporting





# Situational Leadership (Cont.)

## High Direction/High Support

Staff:

- ☐ Low Commitment
- ☐ Low Confidence
- ☐ Low Competence

Supervisor:

- ☐ Coaching & Teaching (at times directive)



# Situational Leadership (Cont.)

## Low Direction/Low Support

Staff:

- ☐ High Commitment
- ☒ High Confidence
- ☐ High Competence

Supervisor:

- ☐ Delegating



# Situational Leadership (Cont.)

## High Direction/Low Support

Staff:

- ☐ High Commitment
- ☒ High Confidence
- ☐ Low Competence

Supervisor:

- ☐ Directing



# Common Supervisory Styles

- **Managing by Problems** (“What is the crisis of the day?”)
  - Reactive rather than proactive
  - Problems get the attention
  - Focus on the problem employee (bell curve)
- **Managing by Budget** (“We don’t have money for that.”)
  - Most decisions are based on the budget
  - We can’t deviate from the line item
  - “If we can’t bill it, we can’t do it”




## Common Supervisory Styles (Cont.)

- **Managing by Rules & Permissions** (“We can’t do that.”)
  - Regulation & policies drive our decisions
  - Parental, disempowering to staff
  - Employees have little or no discretion
- **Managing by Happy Constituents** (“Is everyone happy?”)
  - We have a multitude of constituent that want something from us
  - We must satisfy everyone
  - Creates confusion due to conflicting interests




# Transformational & Transactional Leadership Perspectives (McShane & VonGlinow, 2005)

- Transactional Leadership: Leadership that helps organizations/teams achieve their current objectives more efficiently, such as linking job performance to valued rewards and ensuring employees have the resources needed to get the job done.
- Transformational Leadership: A leadership perspective that explains how leaders change teams or organizations by creating, communicating, and modeling a vision for the organization or team, and inspiring employees to strive for that vision.



# Transformational vs. Transactional Leadership


- Transactional leadership is “managing”
  - The contingency theories described earlier are from a transactional perspective
- Transformational leadership is “leading”
  - Transformational leaders are change agents who energize and direct employees to a new set of corporate/team values and behaviors



## Transformational vs. Transactional (Cont.)

- Organizations require both types of leaders OR an effective leader in many cases must possess a balance of both leadership perspectives
  - Transactional leadership improves team efficiency (productivity, processes), whereas transformational steers teams onto a better course of action (EBPs)





## Transformational vs. Transactional (Cont.)

- Often, leaders get trapped in the daily managerial activities represented in transactional leadership. It is easy to lose track of the transformational aspect of effective leadership. Without transformational leadership, a team can become stagnant, and misaligned with its environment.



# Elements of Transformational Leadership

- Creating a strategic vision for the team: shape a strategic vision of a realistic and attractive future that bonds employees together to focus their energy toward a collective team goal (consumer recovery, high fidelity ACT teams, etc.)



## Elements of Transformational Leadership (Cont.)

- Communicating the Vision: bringing the vision to life using symbols, metaphors, stories, and other methods that go beyond plain language. Tying processes, practices, decisions to the vision (sharing consumer success stories, sharing what other successful teams have done, painting a visual picture of what the vision looks like)



## Elements of Transformational Leadership (Cont.)

- Modeling the Vision: “Walk the Talk”; doing things to support the vision/goal along side everyone else; being reliable, persistent, and consistent, always with your “eye on the prize” (providing direct service, field mentoring/supervision with team members)



## Elements of Transformational Leadership (Cont.)

- Building Commitment to the Vision:  
Transforming a vision into reality requires employee commitment. This is done through the leaders words, symbols, and stories that build a “contagious enthusiasm” that energizes people to adopt the vision as there own. Leaders build commitment by involving employees in the process of shaping the team’s vision.



# Team Leadership...Revisited

Leadership is any action that helps a team reach its goals. In successful teams, leadership is ultimately shared. While the formal leader has administrative, legal, & bureaucratic responsibilities, clearly one of the most critical portions of your job duties (and perhaps the most challenging) is the supervision & management of the team members.



# Team Leadership...Revisited

The formal leader is a coach who guides efforts, educates team members, provides a motivational environment, removes obstacles from their productivity, supports the team's efforts, and showcases team member accomplishments. These functions require good communication skills, such as listening, negotiating, & resolving conflict. In addition, a major part of leadership is giving constructive feedback & sharing information with all members of the team.



# Leadership Goals

When you consider your role as a team leader, what are your goals for leading the members of your team? In other words, what outcomes would you like to result from your leadership?






# Management Behaviors

When you reflect on the actions you take to meet these goals, what do you actually do in the interactions with your team members?



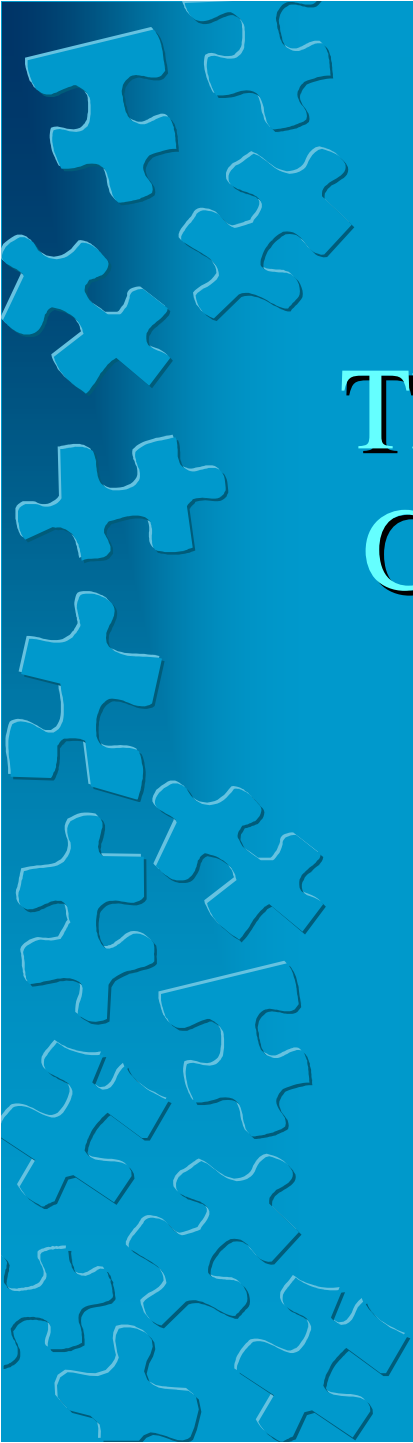
# People vs. Task-Oriented leadership

- Questionnaire
- Scoring Sheet
- Matrix
- Management Behaviors classification
- Discussion



# Leadership in Action: Using what we know about leadership theory & our own style

How can we as team leaders build strong, cohesive, & effective teams?



# The Transtheoretical Model of Change (TTM) as it relates to team leadership



# TTM

(Prochaska & DiClemente)

- The TTM is a comprehensive model that integrates ideas from several different theories and approaches to change to explain and predict how and when individuals end high-risk behaviors or adopt healthy ones.



# Review of the Stages of Change

- Pre-contemplation
  - Not ready and therefore resistant to behavior change
- Contemplation
  - Thinking about making a behavior change/getting ready
- Preparation
  - Getting ready/ready to make a behavior change
- Action
  - Overt changes in behavior
- Maintenance
  - Sustaining the changes



# Profound Literature on Change...

“A branch is a branch until it breaks, and then it becomes a stick.”

“A block is a block until there are many, and then they become a tower.”

“An egg is an egg until it hatches, and then it is a chick.”

“Nothing stays the same. Everything can change.”

excerpts from “An Egg is an Egg” by Nicki Weiss  
(my 6 year old son’s reading book 😊 )



# The Processes of Change

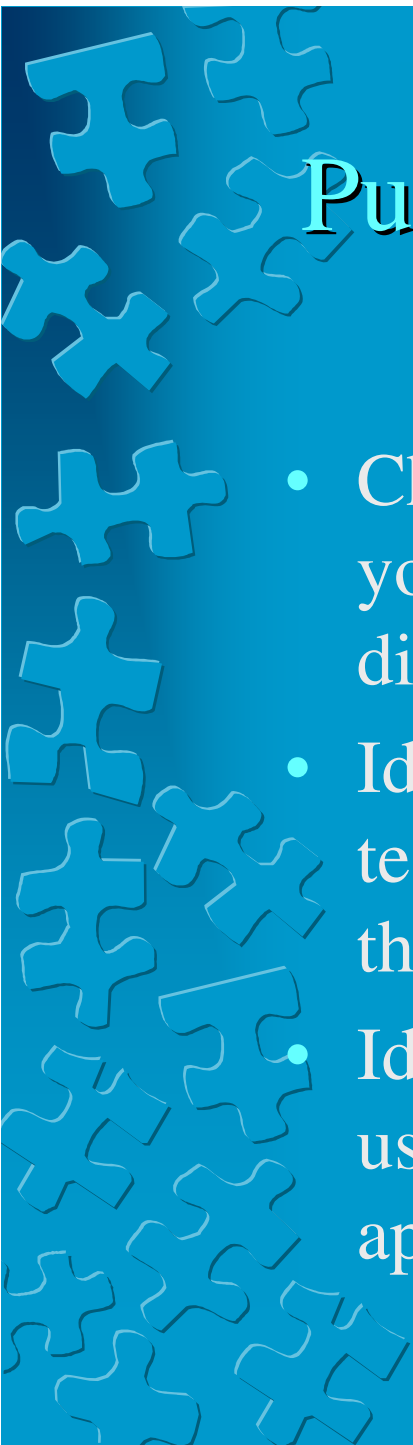
1. Consciousness Raising
2. Dramatic Relief
3. Environmental Reevaluation
4. Social Liberation
5. Self-Reevaluation





# The Processes of Change (Cont.)

6. Self-Liberation
7. Helping Relationships
8. Counter-Conditioning
9. Reinforcement Management
10. Stimulus Control



# Putting the Processes of Change into Practice

- Choose one of the leadership goals you chose for your team earlier this morning OR choose a different team related goal you/your team has set
- Identify what stage your team (or one particular team member or sub-team) is in with regards to this goal
- Identify 3-4 “processes of change” that you could use with this/these staff that would be stage appropriate

A decorative graphic on the left side of the slide, consisting of a vertical column of interlocking puzzle pieces. The pieces are white with blue outlines, set against a solid blue background that has a subtle gradient from top to bottom.

# The Power of Rewards



# Creating a Reward-Based Environment

- What are your top job values?
- During the last week, what were you recognized for? Rewards received?
- What are the top job values of two of your staff?
- What recognition/rewards do you and/or your agency currently provide?



# The power of positive reinforcement

- Reinforce specific behavior
- Use immediate reinforcement
- Reward small, incremental achievements
- Use intermittent reinforcement
- Reward client outcome achievements



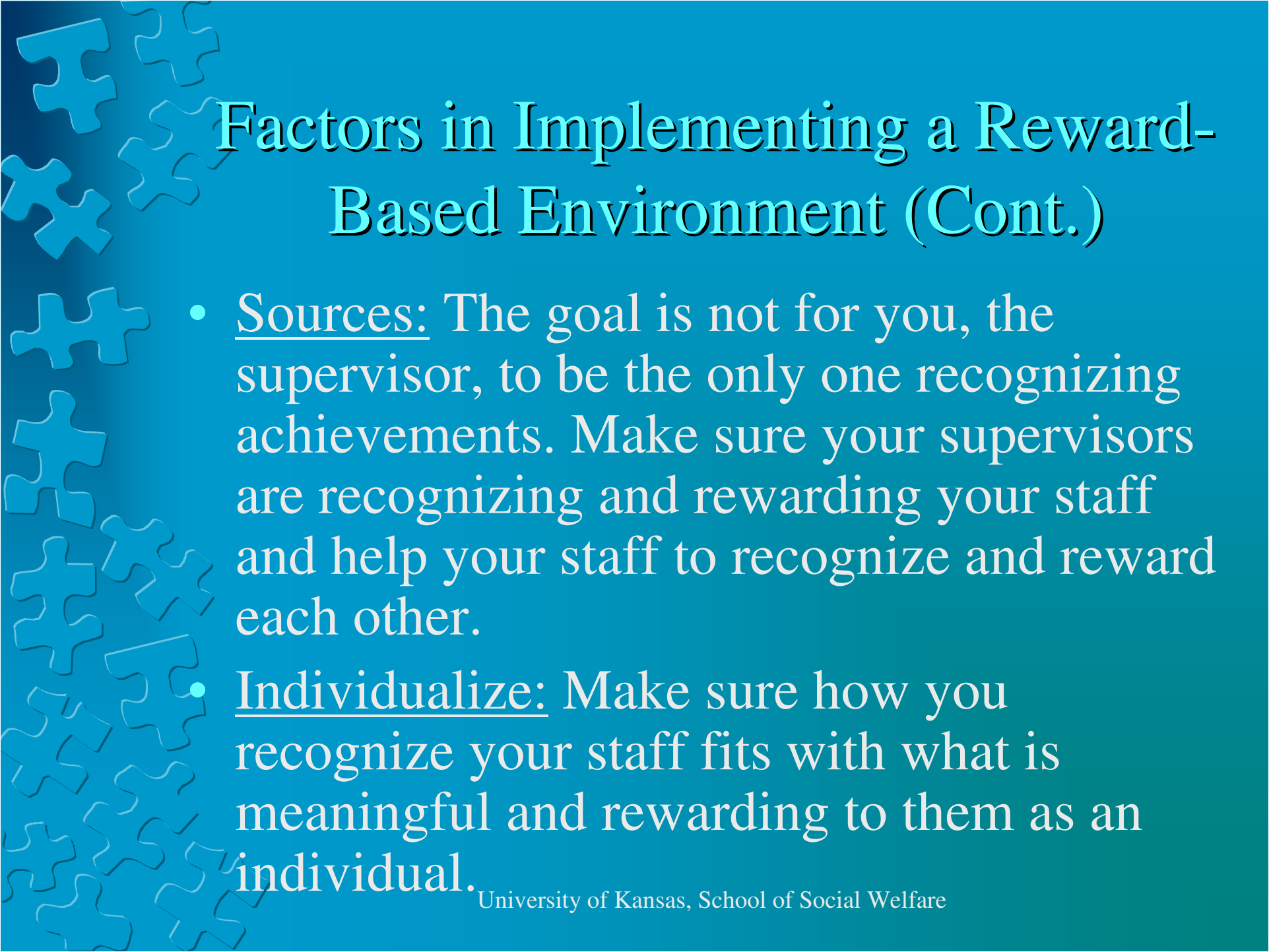
# Types of Rewards

- Verbal Praise
- Written Praise
- Symbolic Rewards



# Factors in Implementing a Reward-Based Environment

- Diversity: Use a wide range of types of rewards; reward for a variety of accomplishments, and in different ways
- Amount: Reward often
- Specificity: Reward for specific achievements, not for vague reasons. It is more meaningful to the person and it helps shape behavior



## Factors in Implementing a Reward-Based Environment (Cont.)

- Sources: The goal is not for you, the supervisor, to be the only one recognizing achievements. Make sure your supervisors are recognizing and rewarding your staff and help your staff to recognize and reward each other.
- Individualize: Make sure how you recognize your staff fits with what is meaningful and rewarding to them as an individual.





# Putting Rewards into Practice

- Return to your “Goal Sheet” and identify some staff rewards/recognition that you either already use or new types that could be used to assist the team staff in moving forward towards achieving this goal.



# Giving Feedback



# Minimum Conditions for Successful Feedback

- Make standards for the work clear
- Create a learning environment
- Believe your staff can learn, grow, & change
- Know and recognize the strengths of your staff
- Recognize & view feedback as a helpful tool rather than a punitive action
- Be specific when giving feedback



# Feedback Practice Opportunities

- Assessing the Situation
- Process of Giving Feedback



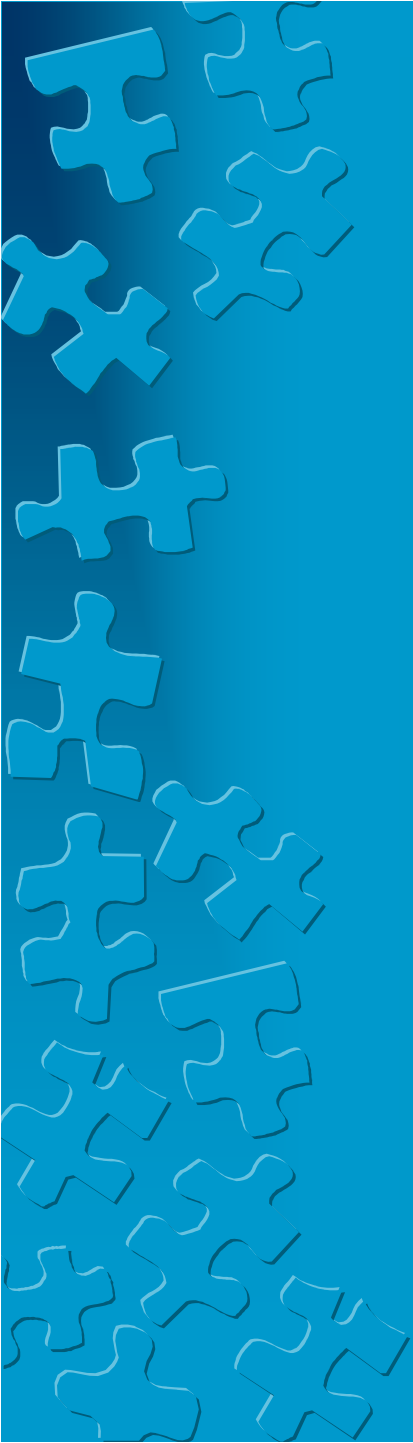
# Transdisciplinary Practice

Putting the pieces together



# Transdisciplinary Practice

- How & when does the team communicate?
- How does the team manage multidisciplinary/transdisciplinary issues?
  - Ongoing clarification of roles, duties, responsibilities, expectations, opportunities
- Does the team have specific written procedures in place to support your practices?
- Has the team worked together to identify specific team goals (both process and client outcome related)



Other topics, issues we haven't  
addressed?



# Wrap up

- Final questions/clarifications, etc.
- What are 3 things you gained from today's discussion that you will take back and use/expand upon in your day to day role as an ACT Team leader?





# Contact Information

Lia Hicks

317-440-2779

[dhicks915@comcast.net](mailto:dhicks915@comcast.net)

ACT Center of Indiana:

[www.psych.iupui.edu/ACTCenter](http://www.psych.iupui.edu/ACTCenter)